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DRAFT

NCLB

Teacher Requirements Resource Guide

Comments and questions regarding this *DRAFT October 23, 2003, NCLB Teacher Requirement Guide* should be e-mailed to Penni Hansen <phansen@cde.ca.gov> or Robert Cervantes <rcervant@cde.ca.gov> by 5:00 P.M. on Monday, November 10, 2003.

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What is the No Child Left Behind Act of 2001?

The No Child Left Behind Act of 2001 (NCLB) reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965 and expands on major reforms, particularly in the areas of state academic standards, assessment, accountability, and school improvement. The new federal law requires states to develop assessments linked to these standards for all students. The largest single program in NCLB is Title I, Part A, which provides local educational agencies (LEAs), or school districts, with additional resources to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunity as other children to meet challenging State academic standards.

NCLB sets out several key performance goals for states:

- All students will be taught by highly qualified teachers by the end of the 2005-06 school year
- All students will attain “proficiency” in reading and mathematics by 2014, including students with disabilities and English learners
- All English learners will become proficient in English
- All students will learn in schools that are safe and drug free
- All students will graduate from high school

What is the purpose of this NCLB Teacher Requirements Resource Guide?

This guide has been developed to clarify the federal requirements for the NCLB goal of providing all students with “highly qualified teachers” and to provide practical information for California school districts as they implement them. In general, the federal act requires that teachers:

- Have a bachelor’s degree,
- Have state certification and
- Demonstrate subject area knowledge for each core subject they teach.

The guide is intended to provide information for principals, teachers, and district office personnel to help them determine which California teachers currently meet the federal requirements and what steps need to be taken to assist all California teachers in meeting the federal requirements. The steps for making this determination are presented in this guide, including options for demonstrating subject area knowledge in the core subject areas. In addition, for teachers who do not yet meet the federal requirements, resources are identified that may assist local educational agencies to ensure that they are in compliance by the end of the 2005-06 school year.

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SECTION 1

No Child Left Behind Teacher Requirements and LEA Responsibilities

1.1 What are the NCLB requirements for teachers?

One key goal of the federal reauthorization of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind (NCLB) Act of 2001, is that all students are taught by highly qualified teachers by the end of the 2005-06 school year. To this end, each local educational agency (LEA) must develop a plan to ensure that all elementary, middle and high school teachers, who are assigned to teach core academic subjects, meet the NCLB requirements to ensure they are highly qualified.

To implement the teacher requirements of the NCLB Act, changes will be necessary in order to align current statewide credentialing and professional development practices with NCLB goals. The State Board of Education (SBE), the California Department of Education (CDE), and the California Commission on Teacher Credentialing (CCTC) will work closely with LEAs to provide support for full compliance with NCLB teacher requirements.

It should be noted that some teachers will feel caught in the middle of this change. It is important for those teachers to understand that, while not preferable, they can still be hired even if they have not yet demonstrated compliance with NCLB. LEAs will work with them to ensure NCLB compliance. LEAs are responsible for meeting their annual measurable objective regarding teacher quality. Section One is organized to share the critical information necessary to assist LEAs with compliance.

NCLB provides funding to assist LEAs in meeting their goals of providing every classroom with an NCLB compliant teacher. In particular, Title II of NCLB, Preparing, Training, and Recruiting High Quality Teachers and Principals, requires LEA assurances that professional development funds will be targeted to schools that have the lowest proportion of NCLB compliant teachers; have the largest average class size; or are identified for school improvement (Title II, Sec. 2122). LEAs must give priority to the use of Title I, Part A, funds together with other federal, state and local funds to upgrade the teaching staff and the entire educational program.

1.2 What are the timelines for compliance?

Due to the pressing need to provide NCLB compliant teachers to our Title I schools, there are two timelines related to teacher requirements. Any teacher in a Title I school, or program teaching a core academic subject, who has been hired by the district after the first day of school in 2002-2003, must have been NCLB compliant when hired. All other public school teachers, who are teaching core academic subjects, must be NCLB compliant by the end of the 2005-06 school year.

1.3 What are the three requirements for NCLB teacher compliance?

A teacher of core academic subjects must have: (1) a bachelor's degree; (2) a state credential or have an Intern Certificate/Credential for no more than three years, and (3) demonstrated core academic subject matter competence.

1.4 What are the core academic subject areas?

NCLB defines core academic subject areas as: English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography. Elementary school teachers must demonstrate competence in reading, writing, mathematics and other core areas of the elementary school curriculum.

1.5 What are the classifications and types of teachers under NCLB?

NCLB recognizes two classifications of teachers: “New” and “Not new”. A “New” to the profession teacher holds a California Credential or a California Intern Credential/Certificate issued on or after July 1, 2002. A “Not new” to the profession teacher holds a California Credential or a California Intern Credential/Certificate issued before July 1, 2002. NCLB recognizes two types of teachers: elementary or middle/high school. The options available for demonstrating subject matter competency differ for each classification and type of teacher (See Chart 1).

1.6 What are the options for demonstrating core academic subject area competence for “New” teachers?

“New” elementary teachers must pass a California Commission on Teacher Credentialing (CCTC) approved subject matter examination in order to demonstrate subject matter competence. “New” middle/high school teachers have several options to demonstrate subject matter competence. They may pass a CCTC approved subject matter examination or complete one of these coursework options: A) a CCTC approved subject matter program, or B) a major, or C) a major equivalent, or D) possess a graduate degree in the core area (See Chart 1, or Diagram 1 and Diagram 2).

1.7 Since the required examination for “New” elementary teachers is approved by the CCTC, does that mean the examination is part of the credentialing process?

NCLB requires all “New” to the profession teachers who receive a Multiple Subject Teaching Credential or a Multiple Subject Intern Credential or Certificate to demonstrate subject matter competency by exam. To conform with NCLB and the California State Board of Education’s State Plan, the CCTC has enacted a timeline for requiring passage of the exam for candidates enrolled in liberal studies programs. Teacher candidates who enroll in a CCTC accredited teacher preparation program on or after July 1, 2004 must pass a CCTC approved exam, currently the *California Subject Examination for Teachers (CSET) Multiple Subjects*, in order to receive a multiple subjects credential. (For the complete action see CCTC Coded Correspondence 030025 at <www.ctc.ca.gov>).

For NCLB compliance, however, all “New” teachers who received a multiple subjects Preliminary or Professional Clear or an Intern Certificate or Credential on or after July 1, 2002 must pass a CCTC approved exam to become NCLB compliant (even though they were not required to do so in order to receive a credential). Currently the CSET is the only CCTC approved exam for “New” elementary teachers.

If a currently employed teacher did not have a multiple subjects Preliminary or Professional Clear or an Intern Certificate or Credential on or before June 30, 2002, they are considered “New” to the profession and will need to pass the exam to be NCLB compliant.

Information on the CSET is available at <www.cset.nesinc.com> and at <www.ctc.ca.gov>. A practice version of the exam may be downloaded. Additionally, information on the exam dates and registration is available at <www.cset.nesinc.com>.

1.8 What are the options for demonstrating core academic subject area competence for “Not new” teachers?

Federal law provides “Not new” elementary teachers with two options to demonstrate subject matter competence. They may pass a CCTC approved subject matter examination (any past or current CCTC approved subject matter examination will qualify) or they may complete the California High Objective Uniform State Standard of Evaluation (HOUSSE).

Federal law provides “Not new” middle/high school teachers with several options to demonstrate subject area competence. They may pass a CCTC approved single subject matter examination (any past or current CCTC approved single subject matter examination will qualify). Or they may complete one of the following:

- A) A CCTC approved subject matter program in the core area, or
- B) A major in the core area, or
- C) A major equivalent in the core area, or
- D) A graduate degree in the core area, or
- E) Hold National Board Certification in core area, or
- F) Complete the California HOUSSE (See Section 3.2.3 and Forms 2 and 3).

The chart and diagrams on the next three pages summarize the requirements for NCLB. For a detailed definition of each requirement and further information on options to demonstrate core academic subject matter competence, please refer to Section 3 of this guide.

1.9 What funds, from programs authorized in No Child Left Behind, can LEAs use to help teachers meet the NCLB teacher requirements?

Key programs authorized in NCLB provide funds that can be used to improve teacher quality. These include, but are not limited to:

- *Title I, Part A*, which requires that LEAs use at least five percent (5%) of their *Title I* funds for professional development activities to ensure that teachers who are not currently highly qualified meet that standard by the end of the 2005-06 school year [Section 1119(l)]. In addition, any school identified as in need of improvement for failing to make adequate yearly progress must spend ten percent (10%) of its *Title I, Part A* funds on professional development, including teacher mentoring programs [Section 1116(c)(7)(A)(iii)].
- *Title II, Part A*, helps States and school districts ensure that all students have effective teachers by providing funds for helping teachers meet the NCLB teacher requirements. NCLB law cites that funds may be used for “providing assistance to teachers to enable them to meet certification, licensing, or other requirements needed to become highly qualified...” (Section 2113).

Permissible *Title II, Part A*, activities include, but are not limited to, various forms of high quality, scientifically-based, professional development in subject matter knowledge, improving teaching skills, assisting teachers to use State academic content standards and student achievement standards, and state assessments to improve student achievement. Schools have considerable discretion in the use of *Title II, Part A*, funds.

- *Title II, Part B*, the Mathematics and Science Partnerships program, which provides funding to the State Education Agency (SEA) to competitively establish Institutions of

Higher Education-LEA partnerships to enhance teacher subject-matter knowledge and the quality of teaching in mathematics and science [Section 2201(a)].

- *Title II, Part C*, the Troops-to-Teachers and Transition to Teaching programs, which support efforts to help school districts hire, train, and retain individuals from other careers and backgrounds as teachers in high-need schools [Sections 2303 and 2313].
- *Title II, Part D*, the Enhancing Education Through Technology program, under which each local recipient of funds must use at least 25 percent (25%) of those funds for ongoing, sustained, and high-quality professional development on the integration of advanced technologies into curriculum and instruction and on the use of those technologies to create new learning environments [Section 2416(a)].
- *Title III, Part A*, which authorizes LEAs to use formula grant funds for professional development of teachers providing instruction to students needing English language acquisition and language enhancement [Section 3111(a)(2)(A)].
- *Title V, Part A*, which authorizes LEAs to use formula grant funds to provide professional development activities carried out in accordance with *Title II, Part A*, as well as to recruit, train, and hire highly qualified teachers to reduce class size [Section 5131(a)(1)].
- *Title VII, Part A*, the Indian, Native Hawaiian, and Alaska Native Education program, which requires a comprehensive program for meeting the needs of Indian children that, among other things, calls for professional development opportunities to ensure that teachers and other school professionals have been properly trained [Section 7114(b)(5)].

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CHART 1

California's NCLB Teacher Requirements

| | "New" To The Profession Holds a California Credential or a California Intern Credential or Certificate issued <u>on or after July 1, 2002</u> | "Not new" To The Profession Holds a California Credential or a California Intern Credential or Certificate issued <u>before July 1, 2002</u> |
|--------------|--|--|
| GRADE SPAN | ELEMENTARY SCHOOL | ELEMENTARY SCHOOL |
| REQUIREMENTS | 1) Bachelor's degree (Sec. 3.2.1) 2) California Credential or an Intern Credential or Certificate for no more than three years (Sec. 3.2.2) 3) Core academic subject competence must be demonstrated by: (Sec. 3.2.3) EXAM: Pass a multiple subjects examination approved by the California Commission on Teacher Credentialing (CCTC) | 1) Bachelor's degree (Sec. 3.2.1) 2) California Credential or an Intern Credential or Certificate for no more than three years (Sec. 3.2.2) 3) Core academic subject competence may be demonstrated by: (Sec. 3.2.3) EXAM: Pass a multiple subjects examination approved by the California Commission on Teacher Credentialing (CCTC) or HOUSSE: Complete California's High Objective Uniform State Standard of Evaluation |
| GRADE SPAN | MIDDLE AND HIGH SCHOOL | MIDDLE AND HIGH SCHOOL |
| REQUIREMENTS | 1) Bachelor's degree (Sec. 3.2.1) 2) California Credential or an Intern Credential or Certificate for no more than three years (Sec. 3.2.2) 3) Core academic subject competence (Sec.3.2.3) EXAM: Pass a subject matter examination in each subject taught approved by the CCTC or COURSEWORK: In each core area taught complete a: A) CCTC approved subject matter program, or B) Major, or C) Major equivalent, or D) Graduate degree | 1) Bachelor's degree (Sec. 3.2.1) 2) California Credential or an Intern Credential or Certificate for no more than three years (Sec. 3.2.2) 3) Core academic subject competence (Sec. 3.2.3) EXAM: Pass a subject matter examination in each subject taught approved by the CCTC or COURSEWORK: In each core area taught complete a: A) CCTC approved subject matter program, or B) Major, or C) Major equivalent, or D) Graduate degree or ADVANCED CERTIFICATION: National Board Certification in the core area or HOUSSE: Complete California's High Objective Uniform State Standard of Evaluation |

DIAGRAM 1

NCLB compliance for teachers with elementary assignments

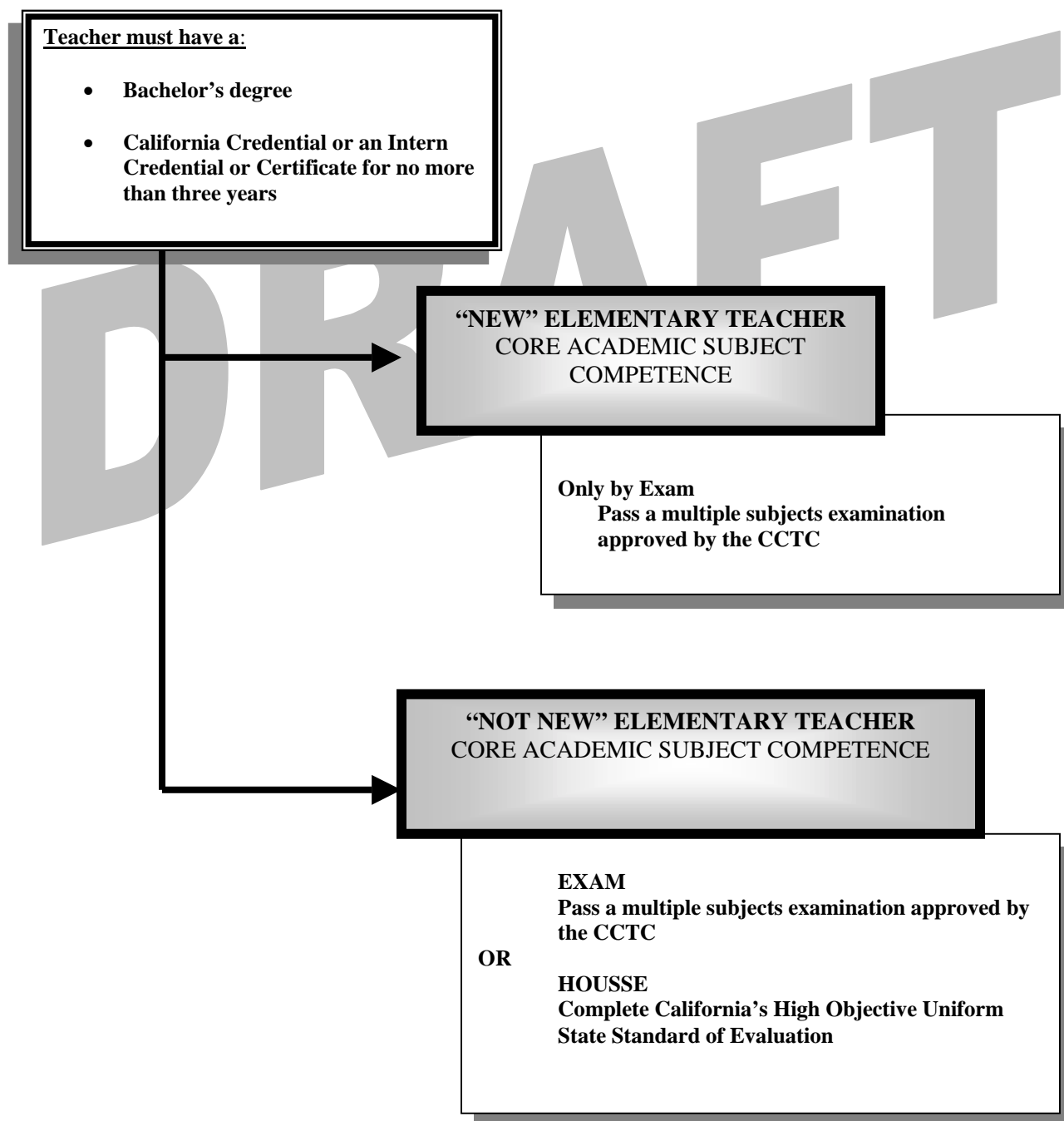
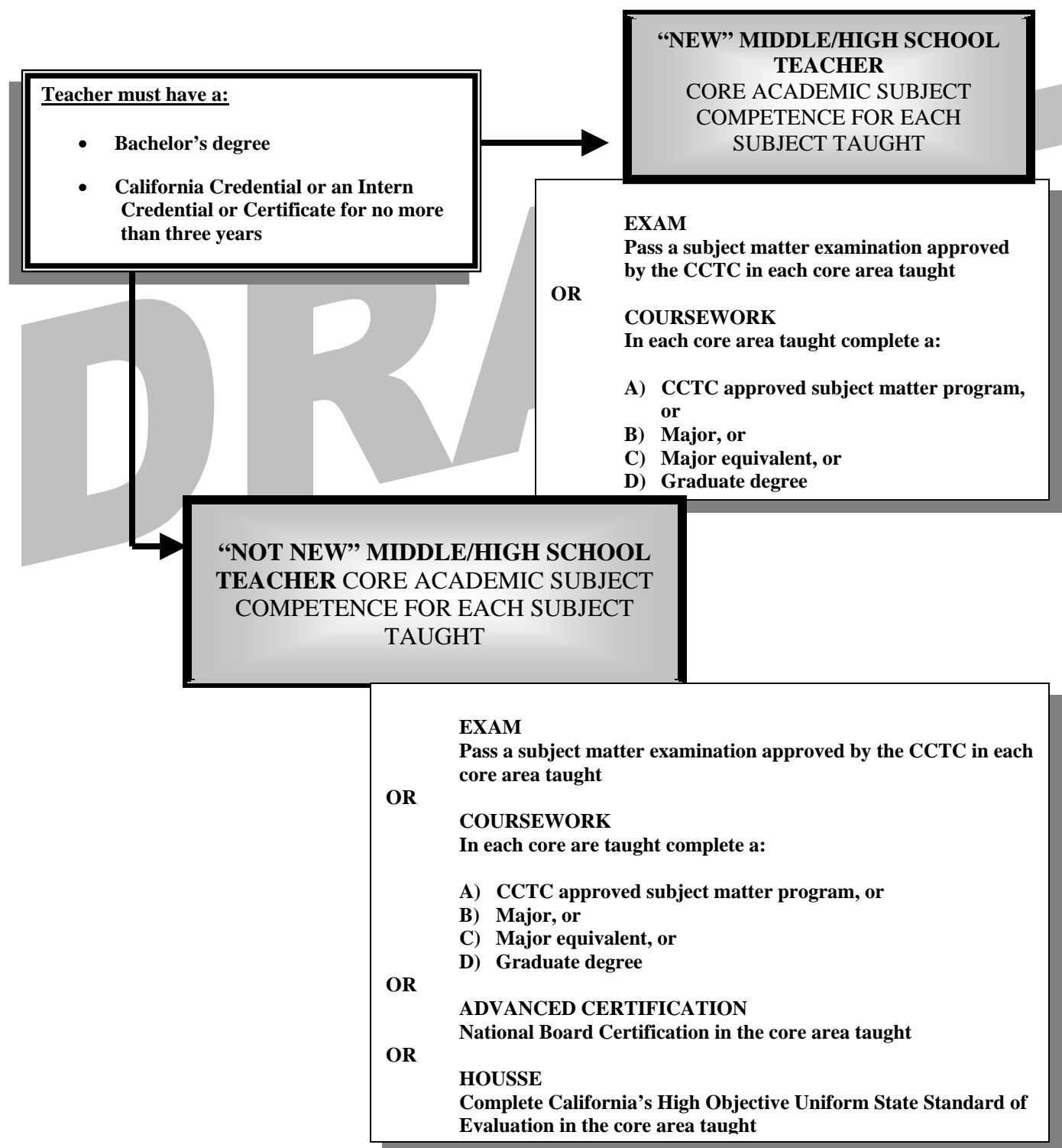


DIAGRAM 2

NCLB compliance for teachers with middle/high school teaching assignments



SECTION 2

NCLB Considerations for Unique School Levels and Programs

Meeting the NCLB teacher compliance requirements has generated a number of school level and program specific issues. This section discusses some of the unique NCLB teacher compliance issues in middle schools, charter schools, alternative and small schools, and for special education teachers and teachers teaching English language learner students.

2.1 How do middle school teachers meet NCLB teacher requirements?

NOTE: Please direct your attention to the Federal Draft Non-Regulatory Guidance Questions C-5, C-11-C-15, and C-25, which can be found at <http://www.ed.gov/programs/teacherqual/guidance.doc>. Additional information will be included in this Guide as it becomes available.

2.2 Do Charter School teachers need to comply with NCLB teacher requirements?

Charter school teachers of core academic subjects must meet the NCLB requirements. While the federal law does give flexibility for charter school teacher credentialing by allowing state law to govern in that area, California law states that teachers in charter schools who teach core, college preparatory courses are required to hold a credential, certificate, permit, or other document equivalent to that which a teacher in other California public schools would be required to hold.

2.3 How are Alternative Schools and Small Schools defined under NCLB and do their teachers need to comply with NCLB?

In many alternative schools and programs, and in many small schools, teachers at the middle and high school levels teach many, sometimes all, subjects. This is either by necessity, as in the case of very small schools, or by design, as in the case of many alternative schools or programs where a student works primarily with one or a small number of teachers.

Teachers who provide instruction in alternative education placements and small schools must meet the same NCLB teacher requirements as other teachers. If the teacher of record cannot meet the NCLB requirements for all subjects taught, a possible solution is to provide students with access to teachers meeting the requirements through independent study assignments. Students could complete work in class with the teacher of record between the meetings with the independent study teachers on particular subjects.

To verify subject matter competence for teachers “Not new” to the profession, LEAs can use the California High Objective Uniform State Standard of Evaluation. Additionally, districts should review the curriculum in their alternative schools and programs to determine if they are elementary or middle/high school teaching assignments under NCLB.

The California Department of Education (CDE) and State Board of Education (SBE) recognize that meeting the NCLB teacher requirements may be a particular challenge for small schools and schools that offer educational options. It is important to recognize that these issues are not unique to California, but are being raised by other states across the country. For this reason, it is particularly critical that school districts NOT react to the new NCLB requirements by eliminating appropriate options for students. California will continue to work with the United States Department of Education and other state agencies to develop viable solutions to implementing the requirements of NCLB within the full range of settings and options that are necessary to serve the diverse needs of all students.

The CDE will update the Frequently Asked Questions (FAQs) included in this Guide if and when additional information becomes available.

2.4 Must Special Education teachers comply with NCLB teacher requirements?

If a special education teacher is providing instruction in a core academic subject, then that teacher must meet the NCLB teacher requirements. The requirements apply whether a special education teacher provides core academic instruction in a regular classroom, a resource room, or another setting.

If a special education teacher only provides consultation services to the teacher of core academic subjects, or only delivers special instructional assistance within the classroom where the core academic subject is taught, they do not have to be NCLB compliant. These teachers may carry out activities such as adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations for students. Additionally, the special educator does not have to meet NCLB requirements if they assist students with study skills or organizational skills and reinforce instruction that the child has already received from a teacher who is NCLB compliant.

Additional definitions and substantial guidance are anticipated in the re-authorization of the Individuals with Disabilities Education Act (IDEA).

2.5 Must Physical Education teachers comply with NCLB teacher requirements?

No. Currently, NCLB does not define physical education as a core academic subject. Only physical education teachers who teach core academic subject classes, as defined in the NCLB Act as: English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography, are required to demonstrate NCLB compliance.

2.6 Must Vocational Education teachers comply with NCLB teacher requirements?

Vocational education teachers who teach core academic courses are required to meet the NCLB teacher requirements. The term core academic subjects is defined in NCLB as: English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography.

2.7 Are Adult Education teachers required to meet the NCLB teacher qualification requirements?

No. The requirement that teachers be highly qualified applies to public elementary or secondary school teachers who teach a core academic subject. Therefore, because the law applies specifically to elementary or secondary teachers, teachers in adult education do not have to meet the highly qualified definition under NCLB.

2.8 How will teachers of English language learner students comply with NCLB teacher requirements?

Teachers of English language learner (ELL) students who teach core academic subjects must meet the same NCLB requirements as other teachers of core academic subjects. There are additional requirements for teachers hired with funds from Title III, Part A, grants. In their Title III plans, LEAs must certify that all teachers of ELL students are fluent in English and any other language used for instruction, including having written and oral communications skills. [Title III, Section 3116(c)].

SECTION 3

Steps for Meeting NCLB Teacher Requirements

3.1 Introduction to the process for meeting NCLB Teacher Requirements

The following information is provided to assist local educational agencies (LEAs) to determine the status of their teachers in relation to compliance with the No Child Left Behind Act. Those teachers who teach core academic subjects must demonstrate NCLB compliance. **NCLB compliance is a one-time demonstration of competence and is transferable to any LEA in California.** For the purposes of NCLB data reporting and accountability an LEA (districts, charter schools or county offices) must keep the signed original *NCLB Teacher Requirements: Certificate of Compliance* and the teacher should keep a copy. In the case of a new assignment, the teacher must demonstrate competence in the newly assigned core academic subject area, one time.

Before understanding the requirements for an individual teacher, the district must designate the characteristics of the teacher's assignment and whether or not the subject area/class the teacher is teaching is a core academic subject area. As discussed earlier, time to comply and criteria vary depending on an individual teacher's particular circumstance. (Sec. 1.2, 1.5)

Elementary teachers in self-contained classrooms must demonstrate compliance one time for multiple subjects. They would complete one *Certificate of Compliance* Form. (See Form 1).

Middle and high school teachers must demonstrate core subject area competence, one time, for each core subject taught. Therefore, if a middle/high school teacher teaches English and Spanish, that teacher would need to demonstrate subject area competence, by completing one of the acceptable options for each subject. In this case, the teacher would complete two *Certificate of Compliance* Forms. (See Form 1).

Completion of Form 1: NCLB Teacher Requirements: Certificate of Compliance

There are three progressive steps to support all teachers to NCLB compliance. All teachers, "New" and "Not new," will need to complete Form 1, and most teachers will be done at this point.

If a "Not new" teacher demonstrates their subject matter competence via HOUSSE, they must also complete Form 2, and perhaps Form 3.

Form 3 requires that sufficient evidence be presented to indicate that a teacher has demonstrated competence in the K-12 content standards pertaining to the teacher assignment and has met California Standards for the Teaching Profession 3 and 5.1.

If the teacher does not satisfactorily demonstrate competence as a part of the NCLB HOUSSE process, then subject matter competency shall be demonstrated through completion of the Peer Assistance and Review Program for Teachers, or other individualized professional development plans.

Completion of Form 2: California High Objective Uniform State Standard of Evaluation – HOUSSE-PART 1: Assessment of Qualifications and Experience.

If a "Not new" teacher uses the HOUSSE option to demonstrate subject matter competence they use HOUSSE-PART 1, first. The accumulation of 100 points on HOUSSE-PART 1 is sufficient to comply with NCLB teacher requirements.

**Completion of Form 3: California High Objective Uniform State Standard of Evaluation –
HOUSSE-PART 2: Assessment of Current Qualifications through Classroom Observation and/or
Portfolio Development.**

If a “Not new” teacher has not accumulated 100 points on HOUSSE-PART 1, they may use HOUSSE-PART 2 to gain the rest of the points necessary to reach 100 points. If the Portfolio option is selected, the entire portfolio must be completed successfully to comply with NCLB Teacher Requirements.

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FORM 1

NCLB TEACHER REQUIREMENTS: Certificate of Compliance

Teacher's Name: _____ School/District _____

Core Academic Subject Area Assignment _____

- All teachers: To become NCLB compliant you must complete the three requirements listed below.
- Middle/High school teachers: One certificate must be completed for each core academic subject taught.
- Elementary teachers: Complete one certificate for multiple subjects.

If you have questions, see the Instructions for completing the *NCLB Teacher Requirements: Certificate of Compliance*. (Sec. 3.1-3.3)

- ☐ 1. I have a bachelor's degree (Sec. 3.2.1)
- ☐ 2. I have an appropriate California Credential. (Sec. 3.2.2) Type _____ Date of issuance _____
- ☐ 3. I have demonstrated core academic subject area competence by completing: (Sec. 3.2.3)
- ✓ Check one box to determine the appropriate option/s:
- ☐ I am a "New" to the profession teacher.
"New" elementary teachers must select Exam option.
"New" middle/high school teachers may select Exam or Coursework option.
- ☐ I am a "Not new" to the profession teacher.
"Not new" elementary teachers may select Exam or HOUSSE option.
"Not new" middle/high school teachers may select the Exam, Coursework, Advanced Certification or HOUSSE options.
- ✓ Check one box from the option/s available.
- EXAM**
- ☐ I have passed a CCTC approved subject matter exam in the core subject that I teach.
- COURSEWORK**
- ☐ I have completed a CCTC approved subject matter program in the core subject that I teach.
- ☐ I have a major in the core subject I teach.
- ☐ I have a major equivalent in the core subject I teach.
- ☐ I have a graduate degree in the core subject I teach.
- ADVANCED CERTIFICATION**
- ☐ National Board Certification in the core subject I teach
- HOUSSE**
- ☐ I have completed the California's High Objective Uniform State Standard of Evaluation in the core subject I teach. (See Sec. 3.3, Form 2 and/or Form 3.)

This certificate relates to the following NCLB Core Academic Subject: (Check one)

- ☐ English
- ☐ Reading/Language Arts
- ☐ Mathematics
- ☐ Science
- ☐ Civics and Government
- ☐ Economics
- ☐ Arts
- ☐ Foreign Language
- ☐ History
- ☐ Geography
- ☐ Self-Contained/Elementary Multiple subjects

Teacher's Signature: _____ Date: _____

Verified by (Superintendent/designee) _____ Date: _____

- ✓ Attach appropriate documentation and evidence.
- ✓ The teacher retains a signed copy of this form.
- ✓ LEAs/districts retain a signed original of this form for NCLB data reporting purposes.

FORM 2

CALIFORNIA HIGH OBJECTIVE UNIFORM STATE STANDARD of EVALUATION

CALIFORNIA HOUSSE – PART 1 Assessment of Qualifications and Experience

Teachers Name _____

Current Core Academic Assignment _____

☐ I have accumulated the 100 Points required for the California HOUSSE. (Attach evidence)

| HOUSSE-PART 1: PRIOR EXPERIENCE IN ASSIGNED AREA | Total Points |
|--|---|
| Experience in accredited schools in core area - 10 pts per school year (Five years maximum) Circle years teaching this core academic subject: 1 2 3 4 5 | 50 pts Max. _____pts |
| HOUSSE-PART 1: CORE ACADEMIC COURSEWORK IN ASSIGNED AREA | Points |
| Elementary Teachers Core Academic Coursework: Select one if appropriate A. Completed 18 semester units in each of four core areas: 1) Reading/ Language Arts, 2) Mathematics and Science, 3) History and Social Sciences and 4) the Arts. - 50 pts, or B. Completed a CCTC approved Liberal Studies Waiver Program - 50 pts, or C. National Board Certification in grade span - 60 pts, or D. Completed an advanced degree in teaching, curriculum instruction, or assessment in core academic area [e.g., MAT/MEd/MA/MS] - 60 pts | _____pts |
| Middle/High School Core Academic Coursework: Select one if applicable A. Completed CCTC-Supplementary Authorization – 50 pts., or B. Completed 15-21 Units of Core – 30 pts., or C. Completed 22-30 Units of Core – 50 pts., or D. Completed an advanced degree in teaching/curriculum/assessment in core academic area [e.g., MAT/MEd/MA/MS] – 60 pts. | |
| HOUSSE-PART 1: STANDARDS ALIGNED PROFESSIONAL DEVELOPMENT IN ASSIGNED AREA | Points |
| State and LEA Approved Standards Aligned Professional Development (20 hrs = 5 pts, 40 hrs = 10 pts....) <ul style="list-style-type: none"> Reading and Mathematics Professional Development Program (AB466 Training) Beginning Teacher Support and Assessment (BTSA) Programs Participate, but not yet certified, in National Board Certification program. NOTE: This list is not exhaustive. LEAs will develop and make available to the public a uniform list of NCLB qualified Professional Development Activities and points assigned for the completion of those activities. (See Section 3.2.3.1) | (Within last six years) _____pts |
| HOUSSE-PART 1: LEADERSHIP AND SERVICE TO THE PROFESSION IN ASSIGNED AREA | Points |
| Service and leadership roles within Core academic content area 1 yr = 30 pts, 2 yr = 60 pts, 3 yrs = 90 pts Mentor, Academic Curriculum Coach, Supervising Teacher, College / University instructor in content area/content methodology, BTSA Support Provider, Department Chair National / State Recognition as “Outstanding Educator” in Content Area NOTE: This list is not exhaustive. LEAs will develop and make available to the public a uniform list of NCLB qualified service and leadership activities. (See Section 3.2.3.1) | (Within last six years) _____pts |

Signed by Teacher _____ Date _____

Verified by LEA (Superintendent/designee) _____ Date _____

✓ Attach appropriate documentation.

✓ Attach a copy of HOUSSE-PART 1 to Certificate of Compliance (Form 1)

➤ Go to HOUSSE-PART 2 (Form 3) only if more points are necessary to reach a total of 100.

FORM 3
CALIFORNIA HIGH OBJECTIVE UNIFORM STATE STANDARD of EVALUATION

CALIFORNIA HOUSSE – PART 2
Assessment of Current Qualifications through Classroom Observation and/or
Portfolio Development

Teachers Name _____

Current Core Academic Assignment _____

| HOUSSE-PART 2: DIRECT OBSERVATION OR PORTFOLIO ASSESSMENT (Attach verification) | Points |
|---|---------------|
| Completion of successful observations (20 points each) 1 observation = 20 pts, 2 observations = 40 pts.... Completion of successful portfolio assessment = 100 Points. (No partial credit) | _____pts |

This review of evidence and observation form may be used to complete HOUSSE-PART 2. Sufficient evidence must be presented to indicate that a teacher has demonstrated competence in the K-12 content standards pertaining to the teacher assignment and has met California Standards for the Teaching Profession 3 and 5.1.

| STANDARD THREE UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING | EVIDENCE (WRITTEN ON FORM OR ATTACHED) (Evidence may include interview, observation, and use of student achievement data, lesson and unit plans.) |
|--|--|
| 3.1 Demonstrating knowledge of subject matter content and student development | |
| 3.2 Organizing curriculum to support student understanding of subject matter | |
| 3.3 Interrelating ideas and information within and across subject matter areas | |
| 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter | |
| 3.5 Using materials, resources, and technologies to make subject matter accessible to students | |
| STANDARD FIVE ASSESSING STUDENTS LEARNING | |
| 5.1 Establishing and communicating learning goals for all students | |

(*Standards are from the California Standards for the Teaching Profession, CSTP,
<<http://www.btsa.ca.gov/ba/pubs/pdf/cstpreport.pdf>>).

Verified by LEA Administrator/Designee _____ Date _____

- ✓ **Attach appropriate documentation.**
- ✓ **Attach a copy of HOUSSE-PART 1 and PART 2 to *NCLB Teacher Requirements: Certificate of Compliance*. (Form 1).**

3.2 Steps to fill out the NCLB Teacher Requirements: Certificate of Compliance

To determine the best pathway to NCLB teacher requirement compliance, follow the steps listed in this section of the guide to complete the *NCLB Teacher Requirements Certificate of Compliance*. The definitions below list the criteria to be considered at each step. There are three criteria that every teacher assigned to teach a core academic subject must meet: 1) completion of a bachelor's degree, 2) a California Credential, and 3) demonstration of subject matter competence. NCLB regulations apply to *all* teachers of core academic subjects. An elementary teacher must demonstrate compliance, only once, for the elementary grade span. A middle/high school teacher must demonstrate compliance, only once, in each core academic subject area that they are assigned to teach. The *NCLB Teacher Requirements: Certificate of Compliance* is transferable within California.

3.2.1 Completion of a bachelor's degree

- ☐ I have a bachelor's degree (Attach evidence.)

Institution: _____ Date: _____

NCLB federal law requires that teachers of core academic subjects must possess a bachelor's degree from a regionally accredited institution.

NOTE: If you have a California Credential that required a bachelor's degree, your degree is from a regionally accredited institution. (Attach a copy of the credential).

3.2.2 Possession of a California Credential acceptable for NCLB compliance

- ☐ I am credentialed to teach in the State of California. (Attach evidence.)

Date of Issuance: _____ Type of Credential: _____

NCLB federal law requires that a teacher be credentialed or be enrolled in an alternative certification program for no longer than three years. *Teachers must be properly assigned according to the grade span and subjects authorized under the credential.*

3.2.3 Demonstration of Subject Matter Competence: Elementary, Middle/High School teachers of core academic subject areas

NCLB federal law requires a one-time demonstration of competence in each core academic subject taught. Requirements differ for "New" and "Not new" teachers. NCLB law defines core academic subjects as: English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography. You will need to meet requirements listed in **ONE of the options that follows.**

Select "New" or "Not new" to the profession teacher before moving to the options.

- ☐ I am a "New" to the profession teacher. (Hold a Credential or an Intern Credential or Certificate dated on or after July 1, 2002.)

or

- ☐ I am a "Not new" to the profession teacher. (Hold a Credential or an Intern Credential or Certificate dated before July 1, 2002).

EXAM OPTION

This option is available to all "New" and "Not new" elementary and middle/high school school teachers. **"New" elementary teachers must select this option to demonstrate NCLB subject matter compliance.**

One way to demonstrate subject matter competence is to have passed a rigorous subject matter examination approved by the CCTC. Information regarding examinations can be found at the CCTC Web site <www.ctc.ca.gov>. For the purpose of NCLB subject matter competence, **all prior CCTC approved exams may count.**

- ☐ I have passed a subject matter examination approved by the CCTC in the core academic subject taught. (If not already included on the credential, attach evidence.)

Exam name _____ Date Passed _____

COURSEWORK OPTION

This option applies to all "New" and "Not new" middle/high school teachers.

Middle/high school teachers may demonstrate core academic subject area competence by completion of a CCTC approved subject matter program, completion of a major equivalent, or a graduate degree in the core academic subject area. **"New" middle/high school teachers must demonstrate NCLB subject matter competence through the Exam or Coursework option.**

I have completed a:

(Attach evidence)

- ☐ CCTC approved subject matter program,
(Institution _____ Date _____)

or

- ☐ Major or major equivalent for the grade span and subject area.
(Institution _____ Date _____)

or

- ☐ Graduate degree in the subject
(Institution _____ Date _____)

ADVANCED CERTIFICATION OPTION

This option applies to all "Not new" middle/high school teachers.

NOTE: "Not new" elementary teachers see HOUSSE-PART 1 option:(Form 2) for National Board Certification credit.

- ☐ I am a middle/high school teacher and have achieved National Board Certification in the core academic subject area. Subject _____ Date _____
(Attach evidence)

HIGH OBJECTIVE UNIFORM STATE STANDARD of EVALUATION (HOUSSE) OPTION

This option applies to "Not new" teachers only.

NCLB subject matter compliance permits the state of California to develop a "High Objective Uniform State Standard of Evaluation" for teachers "Not new" to the profession as a way to demonstrate core academic subject area competence. "Not new" teachers may demonstrate core academic subject-matter competence in multiple ways through a combination of:

- Prior experience in the core academic content area
- Course work in the core academic content area

- Standards-aligned professional development in the core academic content area
- Leadership and service to the profession in the core academic content area
- Observation and portfolio assessment in the core academic content area

A “Not new” teacher may demonstrate subject matter competence via California HOUSSE-PART 1: *Assessment of Qualifications and Experience*. The accumulation of 100 points on HOUSSE-PART 1 is sufficient to comply with NCLB teacher requirements.

If a “Not new” teacher has not accumulated 100 points on HOUSSE-PART 1, they may use HOUSSE-PART 2: *Assessment of Current Qualifications through Classroom Observation and/or Portfolio Development* to gain the rest of the points necessary to reach 100 points. If the Portfolio option is selected, the entire portfolio must be completed successfully to comply with NCLB Teacher Requirements.

HOUSSE PART 2 requires that sufficient evidence be presented to indicate that a teacher has demonstrated competence in the K-12 content standards pertaining to the teacher assignment and has met California Standards for the Teaching Profession 3 and 5.1.

If the teacher does not satisfactorily demonstrate competence as a part of the NCLB HOUSSE process, then subject matter competency shall be demonstrated through completion of the Peer Assistance and Review Program for Teachers, or other individualized professional development plans.

- I have demonstrated core academic subject area competence by completing the California HOUSSE PART 1 and/or PART 2. (See Form 2 and 3). (Attach appropriate forms and evidence).

3.2.3.1 Completion of California HOUSSE-PART 1: Assessment of Qualifications and Experience (Form 2)

"Not new" teachers may demonstrate core academic subject matter competence in multiple ways through a combination of:

- Prior experience in the core academic content area
 - A maximum of five years and 50 points may be counted.
- Coursework in the core academic content area
 - Note:
 - Multiply quarter unit totals by 2/3 for equivalence to semester units.
- Standards aligned professional development in the assigned area
 - NCLB law requires that the HOUSSE process must be available to the public upon request. LEAs will need to develop a list of acceptable NCLB professional development activities, assign points for completed activities, utilize the list uniformly throughout the LEA (district, charter school and or county), and make the list available to the public upon request.
- Leadership and service to the profession in the assigned area
 - NCLB law requires that the HOUSSE process must be available to the public upon request. LEAs will need to develop a list of acceptable Leadership and service activities, utilize the list uniformly throughout the LEA (district, charter school and or county), and make the list available to the public upon request.

3.2.3.2 Completion of California HOUSSE – PART 2: Assessment of Current Qualifications through Classroom Observation and/or Portfolio Development (Form 3).

If a “Not new” teacher has not accumulated 100 points on HOUSSE-PART 1 (Form 2), then the teacher may use the California HOUSSE-PART 2, observation or portfolio requirement (Form 3), to demonstrate core academic subject matter competence by using classroom based evidence. Assessment of evidence should indicate that all standards and elements have been met with sufficient documentation to assure that the teacher has demonstrated competence in the core academic area(s) assessed.

"Not new" teachers may demonstrate core academic subject-matter competence in multiple ways through a combination of HOUSSE-PART 1 (Form 2) and PART 2 (Form 3) observations, or HOUSSE-PART 2 (Form 3) Portfolio Development in the core academic content area.

What is the nature of the evaluation of a teacher's progress toward NCLB compliance?

The LEA has the responsibility to support teachers to comply with NCLB requirements. See proposed regulations at <<http://www.cde.ca.gov/regulations/nclbhqtregrs091003.pdf>>. Assessment of progress toward compliance is formative, not summative, in nature. LEA administrators, or their designee, may assess and support teachers through the process. An LEA designee might be an individual trained in formative assessment and the use of evidence to assess teaching practices, such as a coach, mentor or support provider, who is NCLB compliant in the subject matter. Assessment of evidence should indicate that all standards and elements have been met with sufficient documentation to assure that the teacher has demonstrated competence in the core academic area/s assessed.

What standards and elements guide the assessment of NCLB teacher competence?

Evidence from Observation or Portfolio assessment should be sufficient to indicate that California Standards for the Teaching Profession Standard 3 and Standard 5.1 are met. The teaching standards are assessed in relation to the California K-12 academic content standards for the appropriate grade span and the core academic subject area the teacher is assigned.

What types of evidence may be used for assessment of core academic subject area competence?

Typical forms of evidence are observation of instruction, student work and achievement data, lesson and unit plans, analysis of student work, interview, written response, video/other media.

Observation/s: Documents required for completion of an observation.

- 1) A lesson plan with statement of student content standard/s addressed
- 2) Analysis of student performance, if possible use two students who did not achieve expected lesson outcomes
- 3) Observer notes on standards

Portfolio Development and Assessment: Four entries are required. Entries include:

- 1) Five sequenced lesson plans from a unit/chapter/theme. Plans include a statement of student content standard/s addressed; instructional strategies used and expected student outcomes.
- 2) Student assignments
- 3) Analysis of student performance with a focus, where appropriate, on two students who did not achieve proficiency on unit/chapter outcomes
- 4) Reviewer Notes

NOTE: Elementary teachers must develop portfolio entries in three areas: 1) reading; 2) language arts/writing; and 3) mathematics. They must select one other entry from the NCLB core areas of science and social science.

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SECTION 4

LEA Reporting and Accountability Requirements

In contrast to previous reauthorizations of the Elementary and Secondary Education Act, the NCLB requires that all schools and districts achieve the goals included in the Act. Among those goals is that all students will be taught by highly qualified teachers by the end of the 2005-06 school year. Performance indicators (e.g., measurable objectives) were defined by the United States Department of Education (USDE) for each of the goals. With respect to the highly qualified teachers goal, the Performance Indicators are:

1. The percent of core academic subject courses taught by NCLB compliant teachers in the aggregate (e.g., state, LEA, and school) and for schools in the highest quartile of poverty.
2. The percent of teachers receiving high quality professional development and the percent of not-yet-NCLB compliant teachers who are receiving high quality professional development so that they may become compliant, and,
3. The percent of paraprofessionals who are qualified.

All schools and districts, irrespective of funding sources, must determine the status of every core academic subject teacher, establish annual growth targets, develop a plan to achieve the required growth towards the federal goal, annually report progress towards the goal to the CDE and to its local community, and inform parents, in a timely fashion, when their child is being taught by a not-yet-NCLB-compliant teacher.

During Spring 2002, LEAs developed their Plans for utilizing NCLB funds and for integrating NCLB funds with state and other federal funds. These LEA Plans were required of all districts irrespective of their funding sources. This requirement includes all direct-funded charter schools.

The LEA Plans required LEAs to complete a needs assessment of its teachers and develop plans for ensuring that all teachers would be highly qualified by the end of the 2005-06 school year. The plans, furthermore, asked districts to describe plans for providing high quality professional development, particularly to teachers who have not yet met the NCLB teacher requirements.

In parallel fashion, LEAs applied for NCLB and state categorical funding via the Consolidated Application. If either of those processes had not been completed, NCLB funding was withheld.

This section describes each of the reporting and accountability requirements that must be satisfied by LEAs and/or their schools. Some requirements apply only to Title I Part A recipients. Others are required of all LEAs.

4.1 LEA parent notification to request professional qualifications of Title I teachers

At the beginning of each school year, LEAs receiving Title I, Part A, funds are required to notify the parents of each student attending a school receiving any Title I, Part A, funds that they may request information regarding the professional qualifications of their child's teacher(s) in core academic subject areas. The notices and information provided to parents must be in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand.

A model notice is provided below.

Exhibit 1: Model Parent Letter: Teacher Requirements

(District Letterhead)

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the No Child Left Behind (NCLB) Act. This Federal law requires that parents be notified of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including the following:

1. The type of state credential or license that the teacher holds. Some teachers will have a credential in a particular subject area, such as English or mathematics, and others will have a multiple subject credential, which allows them to teach a variety of subjects, such as in elementary schools.
2. The education level and subject area of the teacher's college degree(s). All teachers have a bachelor's degree, and many teachers have graduate degrees beyond the bachelor's, such as a masters or doctoral degree.

In addition to the qualifications of the teacher, if a teacher's aide provides your child services, you may also request information about his or her qualifications. Many teachers' aides have two years of college, and others have passed a test that verifies their qualifications.

If you would like this information, please contact [name] at [phone number].

Sincerely,

(Principal)

4.2 Parent notification of four-week instruction by teachers not meeting NCLB requirements

In addition to informing parents that they may request the qualifications of their child's teacher, schools that receive any federal funds under Title I, Part A, must also provide timely notice to the parents of a child who has been assigned to, or has been taught in, a core academic subject for four or more consecutive weeks by a teacher who does not meet the NCLB teacher requirements. The CDE recommends that local educational agencies:

1. Work closely with parent organizations to ensure that parents are well informed and
2. Utilize the HOUSSE option as soon as possible to verify compliance for those teachers who have not had an opportunity to demonstrate their subject matter competence.

The notices and information provided to parents must be in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents can understand. A model notice is provided below.

Exhibit 2: Model Letter: Four Week Notice

(District Letterhead)

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the No Child Left Behind (NCLB) Act. This Federal law requires that parents be notified when a teacher who has not demonstrated that they meet the NCLB teacher requirements has taught their child for four or more consecutive weeks.

Under NCLB, teachers of core academic subjects are required to hold state certification and demonstrate subject matter competency for the grade span or subject matter taught. Newly hired Title I teachers must meet the NCLB requirements when hired. All other teachers have until the end of the 2005-06 school year to meet the requirements.

These requirements help us to ensure that all our students receive the best education by teachers who are highly skilled and knowledgeable in their subject areas. Our school district is currently working to:

1. Determine that our teachers meet these requirements and
2. If necessary, help teachers meet the requirements through additional support and training.

Currently, a teacher who is authorized to teach in California, but has not yet completed the process for meeting the NCLB requirements, has taught your child for four or more consecutive weeks. Under the law, school districts have until June 2006 to determine if all their teachers meet the federal requirements. Therefore, your student's teacher may meet the requirements and has just not had the opportunity to demonstrate that they do.

You may contact the school to request the qualifications of your child's teacher. If you have any questions, please contact *[insert name]* at *[insert number]*.
Sincerely,

(Principal)

4.3 Reporting on progress towards achieving the performance targets

Under NCLB, the State and local educational agencies must report their progress towards the goal that every student has a highly qualified teacher in every core academic subject area. The State and its LEAs must demonstrate their progress on the three performance indicators listed at the beginning of this section. Information included in this guide seeks to assist LEAs in their assessment of the qualification of their teachers in light of NCLB requirements. *Specifically, the Certificate of Compliance form (Section 3 Form 1) documents, in a uniform and accurate way, the status of every teacher assigned to a core academic subject class. Data from this form must be used, by the school and LEA, to complete the reports requested by the CDE.*

This section describes the two reports that each LEA must provide related to these indicators.

The first report will request information for each school and for the LEA as follows:

1. The number of core academic classes taught by teachers that the LEA determined have met the NCLB criteria for “highly qualified” and
2. The annual percentage increase the LEA plans to achieve in order to have 100 percent of these classes staffed by NCLB compliant teachers by the end of the 2005-06 school year.

To assist LEAs in determining the performance goals, the State has established the following Annual Measurable Objective (AMO):

Growth equal to one-third of the difference between the federally established goal of 100 percent of all core academic classes being taught by NCLB compliant teachers and the LEA's and school's baseline percentages on this indicator.

LEAs will be asked to submit this data to the CDE through its statewide data collection instruments.

The second and third reports to be completed by the LEAs and schools are the District Accountability Report Card (DARC) and the School Accountability Report Cards (SARC). As part of these reports, the LEA must identify the number of core academic classes taught by teachers who are not highly qualified. Each LEA, using a template provided by the CDE (including some data collected by the CDE), must complete their DARC and SARC and distribute them to their local community.

Additional information and assistance on these reports is under development by the CDE and will be posted on the Web as an addition to this Guide.

4.4 Consequences for Not meeting the Annual Measurable Objectives

Improvement plan: LEA failure to make progress in meeting Annual Measurable Objectives (AMO) for two consecutive years.

If an LEA has not made progress toward meeting the State's Annual Measurable Objectives described in Title I section 1119 (a)(2) for increasing the number of highly qualified teachers for two consecutive years, then the LEA must:

1. Develop an “improvement plan” designed to meet the State's AMO for increasing the percentage of highly qualified teacher within the LEA and its schools.
 2. Address in the plan, the issues that prevented the LEA and school(s) from meeting their AMO.
- [Title II, Section 2141 (a)]

Accountability: LEA failure to make progress in meeting Annual Measurable Objectives and Adequate Yearly Progress (AYP) for three consecutive years

If the LEA fails to make progress toward meeting the State's Annual Measurable Objectives (AMO) as described in Title I, Part A, Section 1119 (a)(2) after the third year of the plan for increasing the percentage of highly qualified teachers and the LEA has not made adequate yearly progress (AYP) under Title I, Part A, Section 1111 (b)(2)(B) for three consecutive years, the State will:

1. Enter into an agreement with the LEA on use of Title II Improving Teacher Quality State Grants program funds.
2. Develop (in conjunction with the LEA, teachers, and principals) professional development strategies and activities based on scientifically based research that the LEA will use to meet the State's AMO for improving teacher quality.
3. Require the LEA to use these professional development strategies and activities; and
4. Prohibit the LEA from using Title I, Part A funds to fund any new paraprofessionals, except under certain limited instances.
5. Provide Title II funds directly to one or more schools served by the LEA

While the State Educational Agency (SEA) is working to create professional development strategies and activities to assist the LEA, the SEA must (in conjunction with the LEA) provide funds directly to one or more schools served by the LEA. The funds are to be taken from the LEA's Title II Improving Teacher Quality State Grants allocation. [Title II, Section 2141 (C)(2)]

SECTION 5

Frequently Asked Questions

The following are Frequently Asked Questions (FAQs) pertaining to the No Child Left Behind (NCLB) Act of 2001 (PL 107-110). **This information will continue to be updated and expanded as new information becomes available.** Responses are based on the Federal No Child Left Behind Act of 2001, the Federal Title II, Non Regulatory Draft Guidance, December 19, 2002; the Title II, Non Regulatory Guidance Revised Draft, September 12, 2003; and the **proposed** California Title 5 Regulations for the No Child Left Behind Teacher Requirements. A list of NCLB resources follows the FAQs, which are organized into the following categories:

- A. No Child Left Behind Teacher Requirements
- B. High Objective Uniform State Standard of Evaluation (HOUSSE)
- C. Charter Schools

Category A

No Child Left Behind Teacher Requirements

A1. What are the federal No Child Left Behind teacher requirements?

All Teachers of core academic subjects must have the following:

- (1) A bachelor's degree
- (2) Hold State certification or be currently enrolled or have completed an approved California Commission on Teacher Credentialing intern program
- (3) Demonstrated subject matter competence for the grade span and core academic subject area taught (§9101).

A2. What are the categories and types of teachers identified under federal NCLB law?

Federal NCLB law identifies two categories of teachers: 1) Teachers who are "New" to the profession and, 2) teachers who are "Not new". Federal NCLB law identifies two types of teachers: Elementary teachers and middle and high school teachers.

A3. What is California's definition of a teacher who is "New" to the profession?

A teacher is "New" to the profession if they have graduated from an accredited institution of higher education and received a Credential, or were enrolled in, or began an approved intern program on or after July 1, 2002.

A4. What is California's definition of a teacher who is "Not new" to the profession?

A teacher is “Not new” to the profession if they have graduated from an accredited institution of higher education and received a Credential, or were enrolled in, or had completed an approved intern program before July 1, 2002.

A5. What are the options for elementary teachers to demonstrate subject matter competency required by the NCLB teacher requirements?

“New” elementary teachers have only one option. They are required to pass a California Commission on Teacher Credentialing (CCTC) approved subject matter examination to demonstrate subject matter competence required by the NCLB teacher requirements. “Not new” elementary teachers have two options to demonstrate subject matter competence. Option 1: An elementary teacher may demonstrate that they have passed a current or previous CCTC approved subject matter examination; or Option 2: An elementary teacher may complete the California High Objective Uniform State Standard of Evaluation (HOUSSE) to demonstrate subject matter competency.

A6. What are the options for middle and high school teachers to demonstrate subject matter competence required by the NCLB teacher requirements?

Middle and high school teachers who are “New” to the profession have two options to demonstrate subject matter competence required by the NCLB Teacher Requirements. Option 1: demonstrate that they have passed a CCTC approved subject matter examination, or Option 2: complete a coursework option such as a (A) CCTC approved subject matter program, (B) a major, (C) a major equivalent, or (D) possess a graduate degree in the core academic subject area.

Middle and high school teachers who are “Not new” to the profession have four options for demonstrating subject matter competence:

- a) Option 1: Middle and high school teachers may demonstrate that they have passed a current or prior CCTC approved subject matter examination;
- b) Option 2: Middle and high school teachers may complete a coursework option such as (A) a CCTC approved subject matter program, (B) a major, (C) a major equivalent, or (D) possess a graduate degree in the core academic subject area;
- c) Option 3: Middle and high school teachers may hold National Board Certification in the core academic subject taught; or
- d) Option 4: Middle and high school teachers may complete the California High Objective Uniform State Standard of Evaluation (HOUSSE) option.

A7. What are the core academic subjects?

Federal NCLB law defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts (visual and performing), history, and geography. (§20 USC 6319, §7801(11))

A8. What is the timeline for teachers to meet the NCLB teacher requirements?

All newly hired teachers (i.e. hired after the first day of the 2002-03 school year) in Title I school wide and targeted assistance programs who teach core academic subjects must meet the NCLB Teacher Requirements when hired. All other teachers of core academic subjects have until the end of the 2005-06 school year.

A9. Must teachers at Alternative Schools and Small Schools meet the same NCLB teacher requirements as other teachers?

Yes. Teachers who provide instruction in alternative education placements and small schools must meet the same NCLB teacher requirements as other teachers. The local educational agency (LEA) determines, based on the curriculum taught, by school site, or by each grade at the school site, if appropriate whether a teacher is hired to teach elementary, middle or high school. A teacher must meet the NCLB teacher requirements for the designated grade span and subjects taught. For further information please see Section 2.3.

A10. Are Special Education teachers required to comply with the NCLB teacher requirements?

If a special education teacher is providing instruction in a core academic subject, then that teacher must meet the NCLB teacher requirements. The requirements apply whether a special education teacher provides core academic instruction in a regular classroom, a resource room, or another setting.

If a special education teacher only provides consultation services to the teacher of core academic subjects, or only delivers special instructional assistance within the classroom where the core academic subject is taught, they do not have to be NCLB compliant

Additional definitions and substantial guidance are anticipated in the re-authorization of the Individuals with Disabilities Education Act (IDEA). For further information see Section 2.4 of this guide.

A11. Must teachers of English language learner s comply with the NCLB teacher requirements?

Yes. Teachers of English language learner (ELL) students who teach core academic subjects must meet the same NCLB Teacher requirement as other teachers of core academic subjects. In addition, NCLB requires that teachers of ELL students be fluent in English and any other language used for instruction, including having written and oral communication skills. [Title III, Section 316 (c)]

A12. Does NCLB affect the state's requirements for Cross-Cultural Language and Academic Development (CLAD) and Bilingual Cross-Cultural Academic Development (BCLAD) certification?

No. Nothing in NCLB affects, or alters, the state's requirements for CLAD and BCLAD certification.

A13. Are all Vocational Education teachers required to meet the NCLB teacher requirements?

No. Only vocational education teachers who are assigned to teach core academic subjects must meet the NCLB teacher requirement.

A14. Which credentials/permits do not meet the NCLB teacher requirements?

The following credentials/permits do not meet NCLB teacher requirements:

- (1) Emergency Permits and Waivers
- (2) Supplemental Authorizations (except where the supplemental authorization is based on a major or an equivalent to a major in the subject taught)
- (3) Pre-Intern Certificates.

A15. Can a teacher be appropriately certified in California but not NCLB compliant?

Yes. NCLB requires a major, the equivalent to a major and/or a test of subject area competence to be NCLB compliant. A minor (CA Supplementary Authorization) is not NCLB compliant. Therefore, if a “new” to the profession teacher is currently teaching a core academic subject with a CCTC Supplementary Authorization that includes only 20 units of coursework in the core academic subject area, he/she would not be NCLB compliant. For further information, please see Section 1.7.

Category B

High Objective Uniform State Standard of Evaluation (HOUSSE)

B1. What is the HOUSSE option and which teachers can demonstrate subject matter competency through the HOUSSE?

The HOUSSE option is a High Objective Uniform State Standard of Evaluation that is the method set by the State for all teachers who are “Not new” to the profession to demonstrate subject matter competency. Please see Section 3 for complete information on the HOUSSE process.

B2. What are “Not new” to the profession teachers required to do to demonstrate subject matter competency through the HOUSSE?

The HOUSSE consists of two parts. Part one allows teachers to demonstrate subject matter competency through a point system that is based on the following:

- (i) Years of experience teaching in the grade span or subject (no more than 1/2 of the total necessary points can be based on years of experience);
- (ii) Core academic coursework in the assigned grade span or subject;
- (iii) In-depth standards aligned professional development; and
- (iv) Service to the profession in the relevant core academic content area.

The second part of the HOUSSE consists of direct observation or portfolio assessment in the grade span or subject taught and is only conducted if part one does not identify sufficient experience, coursework, professional development, or service to demonstrate subject matter competence.

B3. If it is determined that a teacher must complete PART 2 of the HOUSSE option to provide sufficient evidence of demonstration of subject matter competency, what is required?

PART 2 of the HOUSSE may be conducted during the time that teacher evaluations are conducted under Education Code 44662. The teacher’s supervising administrator shall oversee the HOUSSE. The demonstration of subject matter competency shall include one or more of the following:

- (1) Classroom observation,
- (2) Demonstration of knowledge of the appropriate grade-level and subject State Academic Content Standards, (subject matter is the State Academic Content Standards for the grades and subjects taught) (Competency is demonstrated by satisfactorily meeting standards 3 and 5.1 of the California Standards for the Teaching profession)

(3) Portfolio review of lesson plans and student work for one academic year.

B4. Must a teacher continue to demonstrate subject matter competency for each grade span and subject taught when they change schools within a district or move to a new district?

No. Once a school district has determined that a teacher meets the NCLB Teacher Requirements for the grade span (elementary or middle and high school) and/or subject taught (elementary multiple subjects or middle and high school single subjects), that teacher will not be required to demonstrate the requirement again for the same grade span and/or subject, even if they are later hired by another school district in California. However, if a teacher is assigned to teach in a grade span or subject for which they have not demonstrated subject matter competency, they must complete the NCLB Teacher Requirements for that grade span and subject.

Category C

Charter Schools

C1. Are charter school teachers required to meet the NCLB teacher requirements?

Yes. Charter school teachers of core academic subjects must meet the NCLB requirements. While the federal law does give flexibility for charter school teacher credentialing by allowing state law to govern in that area, California law states that teachers in charter schools who teach core, college preparatory courses are required to hold a credential, certificate, permit, or other document equivalent to that which a teacher in other California public schools would be required to hold.

C2. If a charter school does not receive NCLB funding, is it required to meet NCLB requirements?

Yes. Charter schools are required to meet certain laws regardless of federal funding, such as the American Disabilities Act.

No Child Left Behind Resource Links

The following links provide further information, commentary, and clarification regarding implementation of the No Child Left Behind (NCLB) Act.

US Department of Education:

NCLB Executive Summary

<<http://www.ed.gov/nclb/overview/intro/execsumm.html>>

NCLB Legislation, Regulations, Guidance and Circulars

<<http://www.ed.gov/about/offices/list/oese/legislation.html>>

The US Department of Education's No Child Left Behind Website

<<http://www.ed.gov/nclb/>>

Title I-Improving Academic Achievement of the Disadvantaged, Final Regulations

<<http://ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>>

Draft Non-Regulatory Guidance on Improving Teacher Quality September 12, 2003

<<http://www.ed.gov/programs/teacherqual/guidance.doc>>

Title II Teacher Quality: Research on Teacher Preparation and Professional Development, by Grover J. Whitehurst, Ph.D.

<<http://www.ed.gov/admins/tchrequl/learn/preparingteachersconference/whitehurst.html?expo=0>>

No Child Left Behind: A toolkit for Teachers

Important information on the law, focusing on the teacher quality provision and how the law support teachers

<<http://www.ed.gov/teachers/nclbguide/nclb-teachers-toolkit.pdf>>

California Department of Education:

The California Department of Education

<<http://www.cde.ca.gov/pr/nclb/>>

California State Board of Education

<<http://www.cde.ca.gov/board/>>

California State Board of Education No Child Left Behind Teacher Regulations

Notice of Rulemaking

<<http://www.cde.ca.gov/regulations/nclbhqtregrs091003.pdf>>

California Commission on Teacher Credentialing:

The California Commission on Teacher Credentialing

<www.ctc.ca.gov>

Organizational Links:

General Information on Staff Development.

National Staff Development Council, Oxford, Ohio

<<http://www.nsdc.org>>

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